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Educational television (ETV) has been explored fairly widely as a tool in supplementary or large scale curriculum presentation, but relatively little work has been done using it as a guidance tool. This paper presents Delaware's Alfred I. duPont School District's program using the district and state closed-circuit television network. The major contribution television can make to the counselor's efforts is to instruct and monitor the large-group testing and information giving functions. This frees the counselor for more individual and personal contacts. This district has found it very successful in pre-college, high school, and junior high orientation programs. Intercom systems allow two-way communication. Several scripts are described briefly, and an evaluation study discussed. High-school vocational guidance use of the Delaware ETV series "It's about Work" is presented in some detail. (BP)

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CLOSED-CIRCUIT TELEVISION - A TOOL FOR GUIDANCE

Wilmington Public Schools, Delaware

Like other districts in Delaware and across the nation, the Alfred I. du Pont School District has in recent years built at least one new school building and hired about fifty new teachers each year. To meet the demands of this explosive population growth in suburban Wilmington, the Alfred I. du Pont District initiated a closed-circuit television network in 1963 and became the only public school district in Delaware with its own television studio. The Board of Trustees preferred the initial use of closed-circuit television to be on a small scale until its worth could be evaluated, so the equipment was relatively unsophisticated and the budget was limited; however, coaxial cable connected each school building in the district and provided an exciting means of communication.

Since the advent of Delaware's state-wide network, it is possible now to receive programs on their three channels, video tape them for later play back, or block out one of their channels and originate a program of our own. Experimentation is almost inevitable with opportunities such as these available. I assure you though that we have had our share of surprises too. There was the day the social studies teacher came rushing into the counselors' office to announce that his class was all set to watch "It's About Work" but had been told the wrong channel. All they could get was "Winnie The Pooh!" Unfortunately, that particular state program was blocked out by a local program for the elementary school.

A review of the related literature reveals numerous studies verifying

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the effectiveness of educational television in almost every area. Studies have been conducted in the field of guidance, but much experimentation remains to be done to determine which of the guidance functions can be performed effectively by ETV on a local, statewide, or nation-wide basis. Although a number have tried this new medium, too few are using the proper controls and evaluating their experiments. Not only must programs be developed and produced, but they must also be evaluated.

Increased pupil enrollment and a shortage of certified school counselors have encouraged the counselors in the Alfred I. duPont School District to search for the most effective means of reaching the most students.

Not all guidance services, of course, can be performed in large groups. Obviously, individual counseling which merits a large proportion of a counselor's time would seem to require a personal interview. Time must be available for the counselor to sit and hear the troubled boy or girl, the parent, or the teacher who needs help. In order to make this time available for individual counseling, ways are being sought to help counselors to fulfill more succinctly certain other guidance services - providing this can be done as effectively. Let us look first at some ways we have used our local closed-circuit and then view and discuss one kinescope of the State ETV network.

In this district last year, administering the Otis Quick Scoring Mental Ability Test through closed-circuit television proved quite successful

at the high school level since it provided a more uniform testing situation for 27 homerooms groups receiving the same instructions. The counselors felt that it saved them five days of their time.

With 83 per cent of the high school students attending some post-secondary education, much pertinent information must be channeled to the appropriate groups. Many important deadlines must be met. In one fell swoop, the counseling staff televised all of this material to the senior class. Remaining in their homerooms caused very little confusion in the day's schedule. Teachers felt that the seniors were more attentive than they would have been in any assembly program. On the other hand, each student felt that the counselors were speaking directly to him; he knew that he must listen closely since the information would not be repeated.

Through a panel discussion the counselors imparted in detail the procedure for filling out applications for college, announcements of visits of admission officers, the acquisition of films and catalogues, and deadlines for the PSAT, ACT, and SAT. Each senior saw on the screen in black and white his school's College Board Code Number which he was instructed to write in his notebook. One counselor covered scholarships, financial aid, and recommendations. Although this hour-long lesson was designed to place the responsibility for action on the seniors' shoulders, the counselors stressed repeatedly that they were standing by ready to help.

By means of the building inter-com, seniors who had questions called them into the TV studio, and the counselors on the panel answered them within a few minutes.

Local color added to the interest of the lesson when one of the counselors, making her TV debut, did not realize that the audio portion was still on and excitedly screamed, "Yoo-hoo, we did it!" much to the delight of the seniors.

In-service has provided such local programs as a demonstration of an individual psychological examination or a message from the superintendent that reached each teacher in his own building or even in his own classroom.

At the junior high level, the counselors have been concerned about how they might provide a better program for orienting sixth-grade pupils to junior high school. At the counselors' request all sixth-grade teachers met with them and were given opportunity to air their feelings. It was quite apparent from the start that they felt quite adamantly that nothing except the visitation to the junior high building itself could quell the anxiety of their pupils. Only after a promise that the visitation would continue as usual at least that year were they willing to cooperate in an evaluation. With their blessing then, three orientation methods were tried: visitation, closed-circuit television, and combination of both.

1. Visitation had been conducted each spring but was becoming more difficult to coordinate as the pupil population increased. Visits to the two junior high schools included: the fifteen-minute bus trip; the forty-minute assembly where they met the principals, counselors, and Student Council members;

the thirty-minute tour of the building; and the return bus trip to their respective elementary schools.

2. Closed-circuit television had not previously been used by the counselors for orientation so it was necessary to develop original scripts tailored to answer questions that were foremost in the minds of many sixth-grade pupils as well as to allay the fears of any youngster who might feel that he alone was experiencing some concern. The following four fifteen-minute television programs were developed and produced in the district studio.

"A Day in Junior High School" carried the sixth-grade pupils through a typical junior high school day with two junior high school pupils serving as commentators for the candid shots taken by the Photography Club.

"Are You Ready for Departmentalization?" acquainted the sixth-grade pupils with the new experience of having many teachers.

"Let Your Counselor Help You" depicted counselor's role through the use of marionettes. Seventh-grade pupils developed the original script for the marionettes which they created in art class.

"The First Six Weeks" portrayed seventh-grade pupils meeting the many new and exciting experiences encountered in entering junior high school through the use of puppets that were created in an eigth-grade art class. Their original script was developed in their English class.

3. Combination Visitation and Closed-circuit Television was tried to determine which pupils might be bored by the repetition and which might benefit from the double dosage.

To make the evaluation, two hypotheses were tested to determine the effectiveness of the three methods in imparting orientation information to sixth-grade pupils and in relieving anxiety which sixth-grade pupils might feel concerning junior high school. Levels of ability and sex were introduced as variables.

Data were obtained from two instruments - an opinionnaire and a rating form - which were tested for validity and reliability in adherence to the American Psychological Association's Standards for Educational Tests in four categories: classes and regulations, activities, the role of the counselor, and anxiety. The pre-Opinionnaire was administered to the total sample of 577 pupils the first day of the experiment. The post-Opinionnaire was administered to the visitation group before they viewed the television programs, to the television group before they made the visitation, and to the combination group after they had experienced both.

Data were subjected to a multivariate analysis of variance test on an IBM 1740 computer. This preliminary overall F-test gave the significance of the differences between row means, columns means, and the interaction effect and afforded a way of knowing that t-testsshould be applied to individual pairs of means. These were processed on the IBM 360 computer.

The Rating Form provided the ratings of both the sixth-grade pupils and teachers, and the differences were subjected to the t-test. Open-ended questions were studies for patterns which might point the way toward an improved orientation program another year.

After a careful analysis of the findings from this study, the following conclusions seem apparent:

1. There are some significant differences in the effectiveness of the three methods in imparting orientation information and in decreasing anxiety. Of eighteen groups, however, only five show a significant difference in gain of information; of six groups, only one shows a significant decrease in anxiety.
2. The differences depend partly on the category of information, partly on sex, and partly on level of ability.
   a. For boys of superior ability, one method is as effective as the other.
   b. For girls of superior ability, the combination is more effective than the visitation for information about classes and regulations. Television is the most effective for information about activities.
   c. For both boys and girls of high average ability, one method is no more effective than the others.
   d. For boys of low average ability, one method is no more effective than the others except that more information is

gained about the role of the counselor from the visitation than from television.

e. For girls of low average ability, television is the least effective for information about classes and regulations, and the combination is least effective for information about the role of the counselor. The combination, however, is more effective than the visitation in decreasing the anxiety of this group.

The mean ratings of both the sixth-grade pupils and the teachers ranged from average to excellent for the visitation and for television. Ratings of both groups were significantly higher for the visitation in three of the six characteristics; Method of Presentation, Morale-Building, and Interest to You. The teachers' mean rating of the visitation for Morale-Building was significantly higher than the pupils' mean rating. A number of inferences might be drawn from these higher ratings:

1. Continuing the same orientation practices year after year might seem easier to sixth-grade teachers.
2. Visitation has been somewhat of an exciting field trip for the sixth-grade pupils and some relief from responsibility for their teachers. Although they have accompanied the pupils on the bus, they have relinquished their responsibility to the junior high school counselors and enjoyed coffee in the faculty dining room until they were summoned at the close of the program. Having been relieved, however, many completed the next year's grouping recommendations.

3. Preparation and follow-up for the television programs necessitated a thorough knowledge of junior high school on the part of the sixth-grade teachers. This, of course, could be a concomitant benefit derived from the television programs.
4. Inflexibility of live television interrupted some of the sixth-grade routine.
5. Television programs were a first experience and not always so polished as might be desired.

How do the sixth-grade pupils and teachers feel that the orientation practices can be improved in the future? Those recommendations which were made most frequently were:

1. To improve the visitation
   a) Make it longer.
   b) Go inside the classrooms.
   c) Take less time for speeches and take more time for the tour.
   d) Have better guides.
   e) Have more organized tours.
   f) Make it more interesting.
   g) Show more of the school.
   h) Treat us like sixth graders; don't talk down to us.
2. To improve the television programs
   a) Make them longer.
   b) Use pupils to talk about school.

c) Show films of school and activities.

d) Don't use puppets; they are too babyish.

e) Make more interesting.

f) Tell about problems at school.

g) Have more teachers.

h) Explain more about subjects.

i) Stop treating us like first graders.

Their comments regarding the puppets are interesting:

I like it this time better because it was just like you where in the school. It told what the counselors were really like and I like it much better.

I liked your program. I think that the puppets described the problem better than any person could because you could understand her problems and her friends, too. It was very good.

I think todays program was eye catching and more interesting than the people doing it. This shows what to do directly from the student and how some are shy but need help.

I thought Friday's program was much more interesting than the first program. The puppets explained it better to me than if it were an actual talk with students. It left me with no questions.

I felt that I didn't really learn anything from the puppet show but it did help me to realize what a counselor really was like.

The puppet show was O. K. but you should have the puppets go to their classes so we could have a better idea on what goes on in the classes in Springer. You should give some of the bad points of Springer so we won't be disappointed that Springer isn't all peaches and cream.

The program made me want to watch it because of the puppets and different scenes. It made me feel as if I was a student listening to a conversation of other students.

I liked the show today because you didn't have to listen to somebody talk, the other times it got boring. I think that puppets was a good idea but you could have a play with the students.

Recommendations stemming from the study are easily made but perhaps not so easily implemented. They will be used in planning orientation programs in the future.

1. Continue the visitation at least for the boys and girls of low average ability. Especially the girls of low average seem to benefit from the combination visitation and television.
2. Continue the television programs especially about activities.
3. Improve future television programs as recommended by the sixth-grade pupils and teachers.
4. Use videotape for future programs to aid in scheduling for elementary schools. Absentees can also benefit.
5. Consider an informal Activities Night in the spring at which time sixth-grade pupils and parents can see the results of junior high activities and talk face-to-face with the participants.
6. Conduct in-service programs involving sixth-grade teachers and junior high school counselors. The teachers need to be more familiar with the junior high school program, and the counselors need to understand the sixth-grade pupils if they are to plan a worthwhile orientation program.

Since the results of this study show that there are no significant differences in the effectiveness of the three methods for a large number of the pupils, neither the visitation nor television should be abandoned but both should be improved and investigated further. The following recommendations are made for further research:

1. Evaluate the effectiveness of various methods of presentation on closed-circuit television. Four different kinds of presentations were used in this study, but only the total series was evaluated.
2. Investigate thoroughly with other groups of pupils the fact that so many more significant differences were found for girls than for boys.
3. Attempt to measure the effectiveness of an orientation program with junior high school adjustment as the criterion.
4. Compare visitation and television in respect to cost, time required, and extent of disruptions to the normal school day.

Now let us turn from orientation to another guidance function. If

you have read your most recent APGA Journal, you are aware of the emphasis given to the importance of a good occupational program. At Springer this year, a different approach was tried which encouraged total ninth grade involvement. Each ninth-grade teacher in each department participated. Now as you well know, teachers feel quite possessive about their class time and are sometimes reluctant to share it with other activities. After considerable discussion, however, the Faculty Council, comprising the principals and all department chairmen, agreed on the following steps which were followed:

1. Kuder Interest Inventory was administered in all ninth-grade social studies classes by the teachers with the assistance of the counselors. Regardless of whether interest tests are or are not valid, we are convinced that the Kuder does at least one thing well — serving as a catalyst, it stimulates interest and enthusiasm.

2. Kinescopes of the Delaware ETV Network's series, "It's About Work," were viewed in social studies classes with teachers handling the preparation and follow-up with the support of this Study Guide which was prepared by Mr. Murphy and the steering committee. Still in tentative form, it contains program summaries, preparation and follow-up suggestions, and resource references including books and pamphlets, films and filmstrips, community resources, and free materials.

3. Keynote speaker at a ninth-grade assembly program emphasized the importance of attitude in the world of work. This kinescope which we will see today was shown, and the program concluded with the Director of Counseling Services alerting them to imminent decisions which

they must be prepared to make.

4. English teachers in conjunction with the librarian gave instructions in methods of research and reporting, and required each student at the conclusion of the study to report orally on some occupation which he had researched. Some classes were held in the library to acquaint them with available materials. The occupational file was kept in the library where it was most readily available to many students. Although our librarian was new to junior high school and unfamiliar with the occupational program, with the assistance of a teacher-clerk, she whipped the file into action and spent many late afternoons helping a library full of ninth-grade researchers. Some liked their choice of occupation better than ever after they studied it; some came to realize that the occupation which they studied was just not the right one for them. Both groups learned something.

5. Career Week included English Career Day, Math Career Day, Art Career Day — a day for each department to devote to related careers. Who should know more about careers in science than a science teacher? Yet, it was surprising how insecure many of the teachers felt. To help them, materials from the guidance office were made available and films and outside speakers were brought in. Quite naturally, it has resulted in teachers relating their subject matter to the world of work more than they had previously, and the youngsters are beginning to better see a reason for learnin g.

6. Oral reports in English class took many forms: individual reports, demonstrations, panel discussions representing whole job

families, skits, or dramatic presentations. Not only did each student benefit from his own research but he was also exposed to a wide variety of occupations as they were presented by his classmates. Ample time was given for an informal question period. Since this was the week before Christmas vacation, the English teachers were glad for these reports which promoted high interest in their classes. Having been invited, the principals and counselors visited the classes to show their interest and backing — and to keep up to date on the latest career information.

Enthusiasm seemed to grow as we progressed through this year's occupational program. A new occupational file has been purchased, and teachers and counselors are searching for more and better materials. Next year's program should be even more interesting.

Since we have just one of our TV programs here this afternoon, you will want to see how it fits into the whole series of seven programs.

The "It's About Work" series has four main objectives:

1. To motivate the student to a realistic self-evaluation of where he fits in relation to the world of work.
2. To emphasize exploration rather than decision; to get youngsters interested in occupational areas rather than in a specific occupation.
3. To make students aware of the many resources they have at their fingertips for use in exploring the world of work.
4. To help them develop proper attitudes toward life and work, emphasizing the dignity and importance of each job.

One fifteen-minute program was televised each week twenty-one times so that it could fit into almost any schedule throughout the state.

Although they were recommended for eighth or ninth grade students, some schools felt they were equally effective with their senior high students. Unlike the typical career films, these programs use the abstract to dramatize their ideas. The two major characters, a nameless boy and a girl, can be any two students. The third character known only as "Voice" represents Reality. As the series progresses, the two students make explorations into a maze representing the world of work.

I. In "The Beginning", Voice suggests to the boy that exploring various job families can provide insight into his own personality as well as a realistic outlook on the working world.

II. In "World, May I Introduce Myself?" Voice informs them that they must try to define and refine their interests and aptitudes by making extensive explorations into the world of work.

III. In "Where Do I Go from Wherever I Am?" they are shown how to use parents, teachers, counselors, and each other as they progress through life.

IV. In "Fifty Million Dragons", Voice helps the girl to meet and attempt to overcome the obstacles which may appear in the life of a woman in the world of work.

V. In "You Need Me, Don't You?" which we will see now, the boy has gained a false sense of security and feels that he knows it all. To help bring him back to reality, Voice arranges a job interview for him.

Following the film, you may be interested in a few of the students' and teachers' evaluations.

KINESCOPE of "YOU NEED ME, DON'T YOU?"

Teachers, counselors, and students thoughout the state gave these positive comments:

Provoked lively discussion among staff and a re-examination of the occupational program.

Was interesting and worthwhile.

Found program guide well structured and helpful.

Used sound guidance concepts.

Emphasized that planning is necessary.

Indicated the need to start at bottom and work up.

Should help the over-confident.

Was in logical order but should be longer.

Gave different points of view.

Was well done but should be thirty-minute programs.

Was worthwhile and helped the eighth graders in course selection.

Was nice to know that others are "mixed up" about what they want to do.

Hope that the programs will be offered every year.

Negative comments included:

Should be shown on seven consecutive days rather than one each week.

Was too college-oriented at times for some students.

Was abstract and highly verbal; the Voice of Reality did not appeal to some students.

Should be longer programs with more action and scenery.

Have actors move about more naturally.

Responses of our own teachers on the evaluation sheet indicated:

A definite need for a series of this type.

Appropriate objectives and content for junior high.

Help for students in making wiser course selection.

Assistance of counselors needed for information, films, speakers, and follow-up materials.

Sequel to this series should be planned for senior high.

VI. In "How Do I Work My Summer Vacation?" the boy and girl realize they can find ways to test their interests, abilities and aptitudes during their summer vacation since they are probably too young to seek gainful employment. Volunteer opportunities, summer camps, and hobbies are suggested.

VII. In "Tomorrow - the World", they realize that one investigation is just a beginning. To be realistic they must continue to examine themselves and the world of work.